

# *Mah yesh ba-sifriyah?*

What's in the library?

Maimonides School  
Middle/Upper School  
Library/Media and *Ivrit* Departments  
Brookline, MA  
AVI CHAI Foundation  
*Book Shelf* Grant Webinar  
April 2009

# Webinar Goals

- Model development of a collaborative unit within overall context of departmental collaborations.
- Share collaborative unit developed at the Maimonides School, Brookline, MA.
- Make collaboration with *Ivrit* Department more accessible to librarians regardless of level of personal fluency in Modern Hebrew.
- Provide opportunity for different schools to share additional endeavors in *Ivrit*-Library collaboration.

# Webinar Outline

- Rationale for collaborative units between Library and Modern Hebrew faculty within a day school.
- Understanding of the continuum of collaboration. (per David Loertscher)
- Overall context of development of the unit.
- Process of unit development
- Unit content
- Idea exchange

# Library and *Ivrit*

- Natural point of collaboration
- Generalize knowledge from General and Judaic Studies classes
- Support literacy in all languages
- Focus of a Jewish language within a day school
- Connection with speakers of *Ivrit* worldwide and their knowledge

# AJL Boston 2006

Presentation: Promoting Hebrew Reading in the Day School

- Types of literature in *Ivrit*
- Reasons for *Ivrit*
- Challenges to collaboration
- Factors necessary to implement

Current Focus:

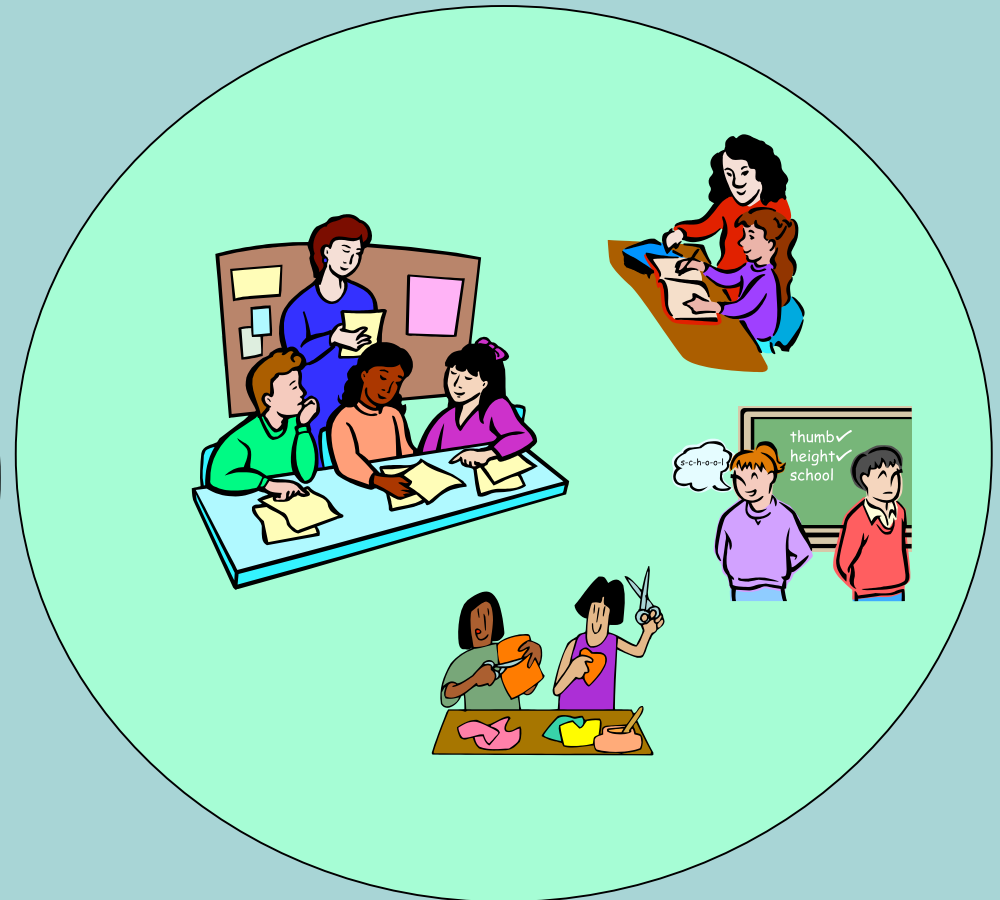
**PROGRESS AND MOVING FORWARD WITH  
INTEGRATION!**

# Factors for success, revisited

Modern Hebrew	Viable display area	Biblical Hebrew	Good cataloging system
Time to build collection	Common planning time	Invested admin.	Heritage speakers
Supportive parents	Selection evaluation tools	Budgeted for <i>Ivrit</i> books	Interested faculty
Accessible shelf space	Personal fluency	<i>Ivrit b' Ivrit</i>	Hebrew multimedia holdings

# Formal vs. Informal (and Loertscher!)

Collaboration as a continuum



# Integrated Collaboration





# Starting point

- Collection at the various grade-levels
- Implementation of new *Ivrit* program
- Space constraint



# Initial ideas

## Library

- Newspaper (*Yediot Aharonot*)
- Books -- but what?
- Encourage circulation -- contests

## Ivrit

- *Yanshuf, Shaar LaMatchil*
- Recommendations from *Sifrutake*, Israel Book, NETA lists
- Book projects

# Outreach

## Library

- Solicit purchasing input
  - dictionaries
  - fiction
  - series
- Promotion of availability of AVI CHAI funds and recently purchased materials

## Ivrit

- Interview (in Hebrew) about the library -- organization, holdings, etc.
- Teachers borrowing cross-section of materials to learn vocabulary

**synergy!!!**

# Integration

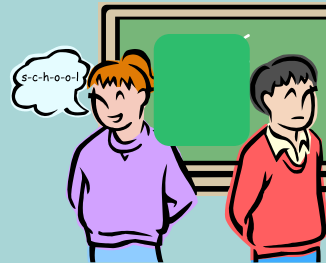
- Continued collaborative work on Collection Development
  - support of summer reading
  - sharing of lists
  - biographies of famous personalities
- Projects initiated by individual faculty
  - advanced project on values in Children's Literature
  - coordinated reading of books within a series
- Relocation of *Ivrit* collection for accessibility (twice!)
- NETA booklet about libraries

# Integrated Unit!

# Curriculum-based

- NETA curriculum
  - Implemented in 200?
  - Uses thematic booklets centered around designated language skills
- NETA Booklet #8: “*Sipur meha-Sefarim*” (“Story From the Books”)
  - Typically taught in 9th or 10th grade

# Beginning of Integrated Unit



Informal teacher-initiated collaboration:

- “Are you free to be interviewed about the library in Hebrew?”
  - Librarian consulted by teacher for question ideas
  - Questions derived by students/class
  - Interview conducted in library
  - Responses graded as homework
  - Published in newspaper
- “Can I borrow a handful of books?”
  - On the fly
  - For immediate use in classroom

(Loertscher level 3-6)

# Initial Conversation



- Where are teachers coming from?
- What are the common skills/objectives?
- How can we plan ahead to best streamline and plan most meaningful learning experiences?
- Do we want to collaborate on this?

1:1 between librarian and individual teachers, including *Ivrit* Coordinator



# Brainstorming

- Librarian approaches Coordinator
- Coordinator invites librarian to departmental meeting
- Librarian presents idea formally, invites collaboration
- Consensus to use Book 8 as the focus-point
- Timeframe setup for initial planning



# Unit Development

Librarian and teacher go through booklet

- Library question:
  - What library skill(s) connect with this learning activity?
  - How can this promote library program goals?
  - Does this tie to elsewhere in the overall curriculum?
- Classroom question:
  - How can this learning activity have increased value added by taking place in the library?
  - How can this lesson contribute to the library program

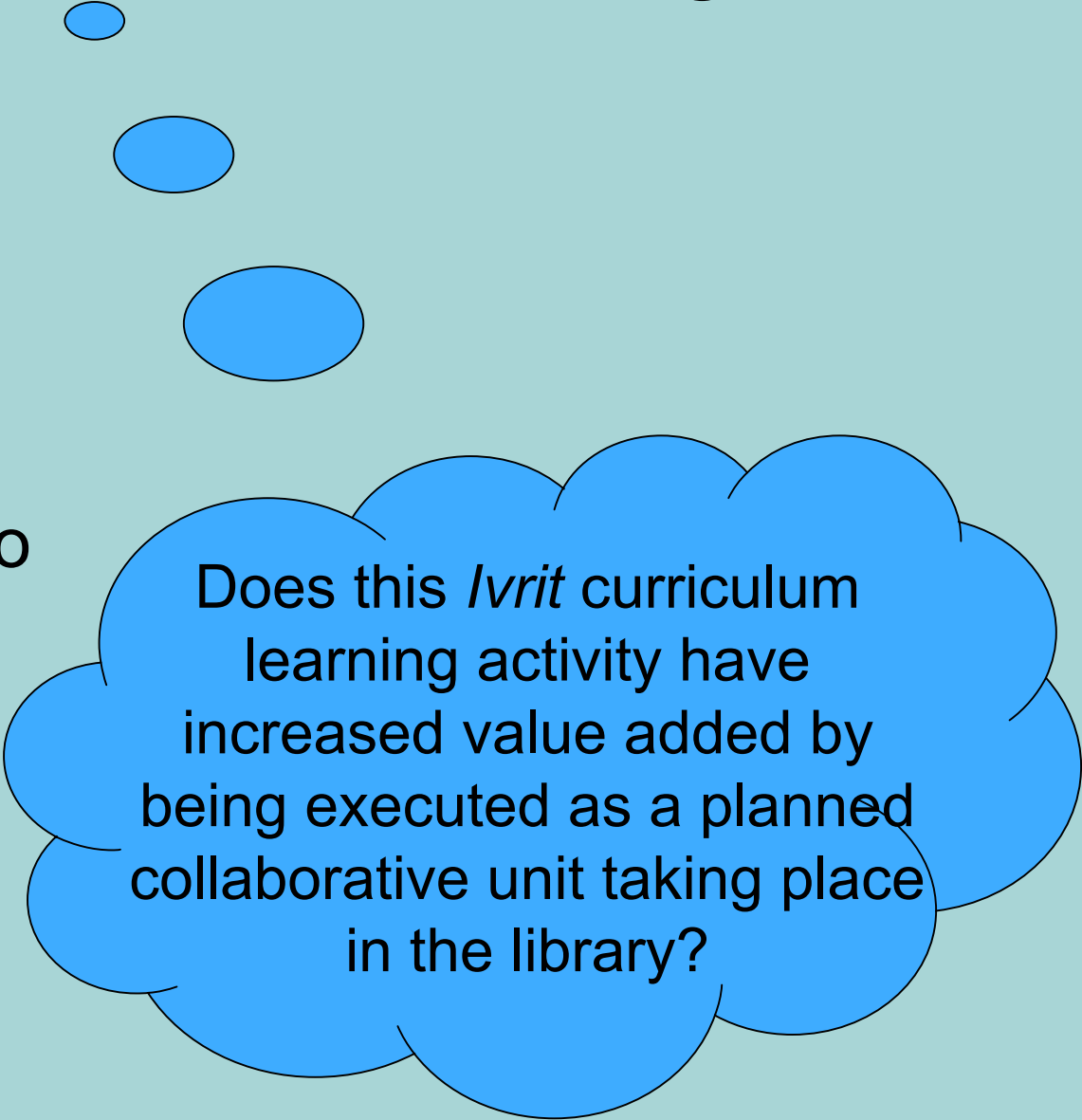


# Tie-in Lessons Identified

- Library Organization
- What do you love about the library?
- Quiet and Noise
- Organization of Encyclopedias
- The Jewish Bookshelf
- Social Connections of Reading
- Successful/trendy Genres
- Controversiality
- Israeli Breakout Authors
- Book to Movie, Israeli style

# Additional Brainstorming

- Fundraiser -- tie to section on book dedications
- Reference interview
- Statistics/survey -- who reads what
- Interview a poet
- History of *Piyutim*



Does this *Ivrit* curriculum learning activity have increased value added by being executed as a planned collaborative unit taking place in the library?

# Developing the Unit

- Teaching for Understanding backward design --
  - Essential questions addressed by unit
  - Desired outcomes of unit and lessons
    - Knowledge/skills students will acquire
    - Methods of evaluating student learning
  - Meaningful differentiated learning activities to teach content and skills
  - Authentic summative learning experience (RAFT: Role, Audience, Format, Topic)
    - In this case, major unit assessment is via exam in the NETA curriculum.
- Back-and-forth of drafts between collaborators.

Unit Framing

# Essential Questions:

- How can I express in *Ivrit* the ways that books fit into society?

# Knowledge: (Objectives of Unit)

- Worth Being familiar with:
  - Organization of specific libraries.
  - History / types of libraries
  - Specific authors writing in Hebrew (mostly *Ivrit*)
- Important to know and to do:
  - Be able to find a book in the library
  - Contribute to learning environment in the library
  - Locate information in the encyclopedia
  - Locate information about an author
  - Express views on literature using vocabulary introduced
- Enduring Understandings:
  - Books, literature and literacy fill an important role in society, history, culture and the arts.
  - Specialized encyclopedias are available in a variety of topics and/or languages.
  - Technology has shifted the ways we share literature.

## Unit Framing

# Students will know...

- The types of materials within a library
- That there are different types of libraries with different roles
- That libraries are organized by systems
- The function of encyclopedias relevant to *Ivrit* class
- The role of books within a society (school, Jewish, Israeli, global, etc.)
- Names and defining characteristics of key modern Hebrew authors
- That literature in *Ivrit* is part of the larger global body of literature
- How to express their knowledge using relevant Modern Hebrew vocabulary



Unit Framing

# Skills:

- Students will be able to...

etc.

etc.

etc.

etc.

## Lesson 1:

# Library Organization

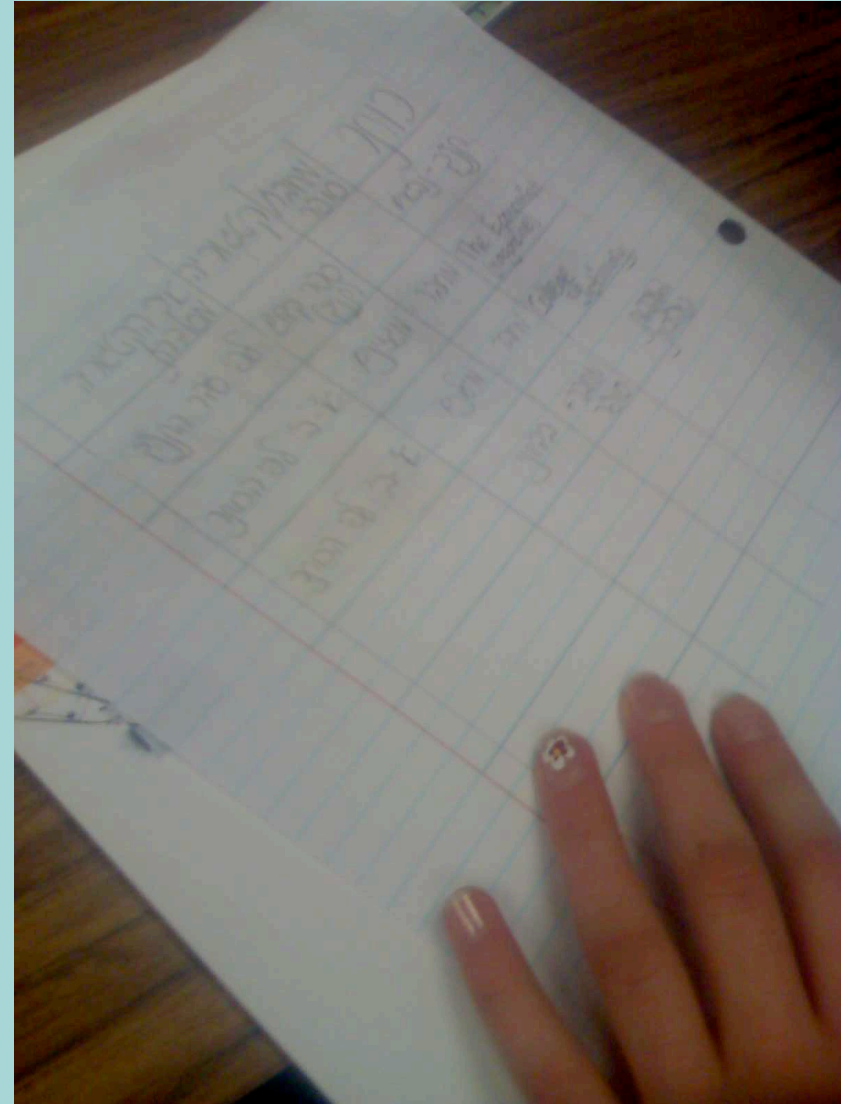
- Students will be reintroduced to methods of arranging library collections and accompanying modern Hebrew vocabulary.
- Through a demonstration, they will be introduced to the vocabulary corresponding to the types of materials found in a library.
- They will discuss methods of organization and use the new vocabulary to describe a library's organization.





## Teacher assignment:

- Find 5 books
- What is the title?
- What is the author?
- What type of book is it?
- How is that section organized?



## Lesson 2:

# *Mah ohavim ba-sifriyah?*

(What do you love about the library?)

- Introduce to different types of libraries
- Discuss history of libraries --  
<http://www.archive.org/details/Libraria1947>
- Explore websites of other libraries (local public, university, etc.)
- Identify favorite characteristics of the school library
- Express how favorite characteristics of the school library compare/contrast to characteristics of other types of libraries



## Lesson 3:

# *Sheket ve-ra'ash* (Quiet and Noise)

- Brainstorm expectations for balance of quiet/noise so assist all in being able to work
- Opportunity to execute authentic “enforcement” of expectations
- Increase buy-in and ownership

## Lesson 4:

# Organization of Encyclopedias

- Tie in with extensive *Encyclopaedia Judaica* use in 9th and 10th grade Jewish History classes.
- Opportunity to show the cross-curriculum importance of resources and reinforce the searching skills.
- Differentiate the lesson using Encyclopedia Ha-Ivrit and/or other encyclopedias in print and/or online.

Lesson 5:

# *Aron ha-Sefarim ha-Yehudi* (The Jewish Bookshelf)

- What is the role of Jewish books within Jewish history?
- What books are important to your family?



## Lesson 6:

# Social Connections of Reading

- How do people share about books?
- How has technology changed this?
- <http://simania.co.il/>

## Lesson 7:

# Successful/trendy genres

- Awareness of popularity of genres
- Link to finding Hebrew literature in a favorite genre or information about an author
- Library catalog (eventually for us...)

## Lesson 8:

# Controversiality

- What is controversial?
- Why is it controversial?
- *Tie-in with English Department curriculum reading?*

## Lesson 9:

# Israeli breakout authors

- Which Israeli authors are you familiar with?
- Which have “broken out” and been translated in other languages?
- Why are these the authors who people have connected with across cultural barriers?
- <http://www.dafdaf.co.il/sofrim.htm>

## Lesson 10:

# Book to Movie, Israeli style

- Which Israeli authors have books that have been made into (grade appropriate) movies?
- What is/are the language(s) of the movie(s)
- How do the book and movie compare?
- What about these books lends itself to a movie?

# More Sharing...

# Additional Resources and References:

- [Vendors of Ivrit materials](#) (primarily in North America)
- [Loertscher's Taxonomy](#)
- Sara Ravid's [presentation on Promoting Hebrew Literature](#) from AJL '06
- [NETA Program](#)
- [UbD Educators Wikispaces](#)
- Israeli *Mamlakhti-Dati* (Religious, ie. Orthodox, Public) Schools' [literature links](#) (note: some are broken links, English links are noted)
- Israel Department of Education's School Libraries website's [links of recommended resources to promote reading](#). (In Hebrew)

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